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ABSTRACT

This study sought to ascertain the needs of teachers as they progress through their induction year. Three parochial schools in the Chicago Archdiocese, each with unique attributes and school make-up were the sites of the study. Due to an increase of new teachers in these schools, the principals approached the researcher for assistance in providing varying support systems. Induction programs were developed in the schools that were tailored to meet the specific needs of the beginning teachers in their specific setting. Case studies of the year-long teacher induction project in each school are presented. The study investigates variables, discovers relationships, and outlines the possibilities for further model development. At the end of the year, each participating teacher in the project was surveyed. Responses to ten key questions about their experiences are presented. Recommendations are made on areas that should be addressed by teacher educators. It is pointed out that if a teacher induction program is to be successful, it must be reactive to the needs of the teachers it serves and reflect positive educational strategies. (JD)

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A Perspective of New Teachers and Their Induction Year at a Major Urban Parochial School System

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Running head: NEW TEACHERS AND THEIR INDUCTION YEAR

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PURPOSE

The two-fold purpose of this study is to provide data on teacher induction that may serve as a model for the future, and also yield ways in which a college/university may provide assistance to a school with teachers in their induction years. The problem was to ascertain the needs of teachers as they progress through their induction year.

QUESTIONS

Would teachers in the same building view their students, classrooms, and situation in the same way? How would the needs of teachers vary if administrative situations varied? What kinds of input do new teachers request? Are there instructional strategies that new teachers need? How does one provide these strategies?

REVIEW OF THE LITERATURE

Teacher induction has been with us for years. The idea of what, when, and how best to help teachers make the transition from student teaching to full time teaching has again come to the forefront. In the wake of the Holmes and Carnegie Reports (1987), state legislatures, teacher organizations, and colleges/universities are revaluating teacher education programs. According to Griffin (1985), the procedure one should take when working with new teachers has produced a variety of

programs that examine "the degree to which new teachers fit into their new role and context. These studies tend to be problematic because they simply describe the frustrations, fears, anxiety, and dilemmas that new teachers face" (Griffin, 1985, p.42-43).

McDonald (1980), cited in Griffin, noted:

> We have little information about how teachers pass through the transition stage, other than to know that some apparently do so successfully, some do not. We have no detailed information on how those people who master the transition period do so. Nor do we have information on how different kinds of assistance or help directly or indirectly influence the teachers' successful mastery of the induction period. (p.44)

This statement suggests that educators/researchers should begin direct assessment of new teachers to ascertain the degree of assistance required to develop better teachers and to retain them within the teaching profession. Schlecty and Vance (1983) estimate that 15% of new teachers leave after their first year, as compared to 6% overall teacher turnover. It is clear to educators that appropriate assistance is required during this critical period. Huling-Austin (1987) suggests that induction

programs be "tailored to meet the specific setting" (p.9).

For new programs to be successful, a variety of factors should be examined. Ryan (1986) cites the late Frances Fuller's theory on the four stages teachers go through. The first three concern new teachers. The first stage or fantasy stage begins with most preservice teachers. At this point the idealism of being a perfect teacher is interrupted by student teaching. While student teaching provides hands-on experience, the student teachers do not have full control or responsibility for the classroom. This in Ryan's words "is a reality test, but it is sheltered reality" (p.12).

The second stage or survival stage is the teacher's beginning year. This is the point where fantasy turns to reality and new teachers begin the fight for their professional lives. Not only must new teachers be personally successful, but they must be successful in the light of the public (students, fellow teachers, administration). "The timing and intensity of first-year teachers' survival stage vary immensely. Intensity is a personal matter" (Ryan, 1986, p.14).

The survival stage usually passes by February and the new teachers journey into the mastery of craft stage. It is the third stage where they begin to learn the art of teaching and

begin to view teaching as their career.

What can school districts, educators, and universities do to ease this rite of passage? Not all districts can afford selective recruitment and induction programs. Nor do all districts worry about the new teacher's instructional assignment and whether it will be a good class or a disruptive one. Kester and Marockie (1986) suggest that local schools should provide a continuous process starting with initial service.

Griffin (1985) cites 13 questions for future programs and questions the link between "college-based and school-based teacher induction programs". He points out that we must

> gain a better understanding of the ways in which current and proposed induction programs align with conceptions of excellence in teaching. Naturally, definitions of excellence abound and are often in conflict with one another. A fear held by some, however, is that the search for excellence may, unless carefully pursued, make teachers into automatons rather than professionals, workers rather than decision makers, followers rather than leaders, and conformers rather than risk takers. (p.46)

METHODOLOGY

Three parochial schools in the Chicago Archdiocese were the

sites in the present study, with each unique in its attributes and school make-up. One school is comprised of Hispanic, Asian and Caucasian students, while the other two schools are comprised of an all-Black pupil population.

Insert Table 1 about here

Due to an increase of new teachers in these schools, the principals approached the researcher for assistance in providing varying support systems. School X, familiar with me because of on-going inservice, requested additional new teacher support; School Y's request evolved due to the recommendation made by the central administrative office; and School Z became a participant upon the suggestion of School Y's principal.

Huling-Austin's comments that "a necessary first step toward increasing teacher retention is to provide induction programs tailored to meet the specific needs of beginning teachers in their specific setting" (p.9) satisfies what occurred at these schools. It is with this in mind that each school will be discussed so differences may be viewed and then parallels drawn.

This project is viewed as an exploratory field study. A

field study because it is an "expost facto inquiry aimed at discovering relations and interactions among sociological, psychological, and educational variables in real social structures" (Kerlinger, 1964, p.405). It is considered exploratory because the researcher is seeking "what is rather than predicting relations to be found" (Kerlinger, 1964, p.406). This study investigates variables, discovers relationships, and outlines the possibility for future model development.

School X

One month after school started a beginning teacher workshop was set up in conjunction with an earlier planned workshop relating to reading. During the first hour of the workshop new teachers met with the researcher and discussed the following:

1. Orientation--how things were progressing; any specific problems or concerns; as well as completion of the New Teachers' Questionnaire (see table 2).

Insert Table 2 about here

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2. Organization--discuss the idea of posting a daily schedule. The rationale for this was to provide students with a framework for the flow of the day's work.

3. Classroom/management ideas--distribute handouts identifying principles of classroom management (see Tables 3 and 4).

Insert Table 3 about here

Insert Table 4 about here

Responses to the questionnaire (see Table 5) were collated and given to the principal and her assistant which were used as a catalyst for discussion and suggestions from the researcher. When major questions occurred, the principal requested classroom

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Insert Table 5 about here

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observations and diagnostic reports. These reports provided feedback to the teachers through the administrative staff. Additionally, three-way conferences were held when requested by the teachers involved. The established role at School X became university participant and adjunct to the Administration. The teachers accepted this and talked freely using this role as

a conduit to get their ideas and concerns known.

School Y

The researcher was identified as the Staff Consultant because the principal wanted the staff to view her as a part of the school. This was important because, to effect change, one must have access to the players. This can be corroborated by two studies (Edgar & Broll, 1970; Mahan & Lacefield, 1976) that "showed that new teachers are strongly influenced by people in the new school settings" (Griffin, 1985, p.43).

Together the principal and the researcher identified areas and strategies for discussion. At the initial meeting with the teachers, the principal explained the researcher's role. The general staff was to view the researcher as a sounding board, collaborator and resource. In addition, the new teachers were to regard the researcher as a support system for the primary members, a teacher mentor and a link between their university experience and this first year.

School Z

As all new teachers had not been hired our first encounter took place during their eighth week of school. Prior to this first meeting the principal requested that the following items be discussed:

1. Provide the teachers with an understanding of the age levels of their children, as well as their social, emotional and cognitive background.

2. Review ideas on teaching children when they are ready.

3. Provide an overview on strategies for teaching, classroom management, and discipline.

The role at School Z only involved interactions with the 4 new teachers and 2 aides. The relationship was to be centered around these teachers as additional support for the principal, non-evaluative, and viewed as help for the teachers.

The teachers at School Z completed the questions found in Table 2. Their results were important because of the delay (see Table 6).

Insert Table 6 about here

As one can see, the roles this researcher played in each school varied. The underlying thought in each, however, was for the teachers to grow, improve their skills and acclimate themselves to their new role. The researcher emphasized developmental supervision, (strategic, tactical, and diagnostic) taking each school into consideration and matching the

"assistance to the teachers' conceptual levels, but with the ultimate goal of teachers taking charge of their own improvement" (Glickman & Gordon-EL p.64).

PROCEDURE

School X

Direct interactions with the new teachers at this school were minimal. As stated earlier, questions/problems were handled indirectly. The assistant principal usually called for input and ideas, and then carried out the suggestions. If there still appeared to be a problem, the researcher became involved. The researcher was asked to videotape the specific classes which resulted in concrete feedback for discussion with the teacher/s involved, the administrators, and me.

School Y

School Y involved the greatest amount of collaborative participation with bi-weekly visitations by the researcher. The initial meeting was to involve the Primary staff (two experienced/three new) in a discussion of the objectives agreed upon with the principal. They were:

1. Get to know Primary staff and their needs.

2. Develop concepts for creating team work and sharing among the teachers.

3. Set up procedures and guidelines for working with the Staff Consultant.

4. Develop positive ideas for establishing classroom control and management.

It is interesting to note that the three individuals new to School Y had taught one year prior to this: one had been a part-time substitute, and the other two had taught in different states. The experienced teachers involved (7 and 10 years) added to the process and had concerns matching those new to the staff. The teachers expressed areas of concern were: classroom schedules, student responsibilities and discipline, and the varying student abilities. Since generalities were shared at this initial meeting a follow-up was requested for 3 days after the opening day of school.

The second meeting dealt with specific issues raised by the entire group. Afterward the 3 new teachers met separately and the following areas were discussed: discipline and management, alternative classroom schedules, opening week activities and rationale, setting classroom routines, lesson planning, and development of a support system. The next meeting was to be held in two weeks, which would give everyone an opportunity to try their wings.

This procedure set the tone for the remainder of the year. The meeting composition varied depending on the expressed needs of the teachers. Some involved the entire staff, others the principal and primary teachers, some individual teachers, and finally only the new teachers. The ideas, comments, and needs obtained from these meetings were usually typed and returned to the principal and involved teachers. Additionally, individual meetings were held with the principal to ascertain any concerns and needs she perceived.

School Z

On the basis of the questionnaires the initial meeting was developed and the following agenda set:

1. Get to know the new teachers and their needs.
2. Distribute handouts identifying principles of good classroom management (see Tables 3 and 4).
3. Discuss guidelines for dealing with discipline problems.
4. Discuss and look at individual organizational plans.
5. Provide materials relative to child growth and development.
6. Share ideas relative to toys and play materials for young children.

This first after school meeting set the tone for the remainder of the year. Two hours were spent after school listening, sharing, and planning with the four teachers and two aides, during which the principal was absent. Blumberg and Jonas (1987) said "to be considered competent, to be listened to, to be asked to collaborate with one's organizational supervisor, particularly when that person is highly competent, produces a feeling of being valued" (Blumberg & Jonas-EL p. 62). The initial concerns of all dealt with control of the classroom and specific behavioral problems. The wide range of student abilities, grouping, and meeting all the students' needs was discussed.

The pattern after the initial group meeting, involved personal classroom visitations with only one other group session taking place. During the classroom visitations the researcher observed, participated and acted upon the teacher's questions and needs. The teachers were given advance notice of planned visitations so they would be ready to discuss their needs and concerns.

The principal was given verbal and written feed-back after each of the visits. This acted as the catalyst to keep the ideas flowing and the new teachers' needs met.

ANECDOTAL TEACHER INDUCTION ACTIVITIES

School X

As mentioned previously, school X required minimum presence. Advice or ideas were provided by the researcher and carried through by the administration. The needs ranged from classroom organization and parental reporting to curricular issues. Very little interaction transpired between the researcher and the teachers until the June interview.

School Y

The collaborations at School Y involved a variety of elements. One dealt with decision making which was especially true for one new teacher. Ryan stated, "while faculty colleagues are the backbone of psychological and professional support for many beginning teachers, for some they are not" (Ryan, 1986, p.28). She was extremely vocal, willing to participate in extra-curricular activities, and always questioning. This disrupted the structure of the Primary (K-3) Department and caused, as Ryan suggests, "jealousies and petty concern for turf" (Ryan, 1986, p.27). The problem arose because the veteran teacher felt she should make all major decisions. Although it provided consternation during the first 2 months, a gradual understanding between the two took place.

The remaining elements dealt with concerns and problems. The concerns from the seasoned primary teachers (K and 2) were general and noncommittal. It was not until the year's end that they really felt comfortable in asking questions. They had to learn that my role was non-judgemental, and that took time.

The questions from the new first grade teacher came freely and often. She had three main areas of concern. First, parents: How to handle them? How to get them to participate? Ways to inform them of educational needs? Second, instruction in reading and mathematics: How does one develop student groupings in mathematics? How many reading groups should be developed? How long do you spend on each story? Third, extra work: What types of work are the most beneficial? How does one keep a group active without making it "busy work"? Examples were given, samples created, and classroom schedules were regrouped to alleviate the problem. Although she acknowledged her inadequacies, this teacher was confident. She worked hard at being organized, tried to meet the needs of all her students, and was open to suggestions from anyone.

The second grade teacher was quieter, and harder to reach. She felt she had everything under control and needed no help. Her questions dealt with the mundane--"How do you think my

bulletin boards look?" or "Where should I place my desk?" As time progressed and she found this consultant less of a threat, she began to ask for help. Expectation levels for her students posed the greatest problem, and she was reminded not to make assumptions about where she thought the children should be and neglect to find out where they were educationally. After a month, this teacher admitted she finally understood what was meant by assuming too much about her students and requested observation and feed-back. This opened the door and began a low level collaborative approach. During general meetings concerns would be raised, discussed, and requests made for visitation. If none came from her, the issue was moot until she was ready. When she did request assistance, her concerns centered on the teaching of science, minor discipline problems, and parental involvement.

The third grade teacher was vocal, open, and eager for help and did not hesitate to call and ask for support. From day one she asked about classroom organization, scheduling and grouping for reading. Due to her openness and participation in school activities, the other staff members began to respond. She did what Ryan suggests that new teachers do. She "became a member of the faculty" (Ryan, 1986, p.32). This was interesting

to view over the school year, and if at first the staff was reluctant to accept her, one would not know this at the end. This teacher's questions involved subject areas and organization. Reading was a prime concern not only for class grouping, but how much and how fast material should be covered. Lesson plans were reviewed and new ones devised. The ideas were executed and results were discusssed, reviewed, and in some instances revised again. Her next area of concern was science. The science teacher preferred not to get involved, but due to the genuine interest of this teacher a positive relationship developed. Not only was a need being met for the novice, but one was met for the experienced teacher. Someone cared about her area and took an interest.

School Z

School Z involved direct interaction with the teachers. Each teacher was observed regularly and feed-back (oral and written) was provided.

The Pre-school teacher had excellent rapport and understanding of her students. As the year progressed her organizational skills improved, and she was better able to handle the diversity in age ranges. When working with 3, 4, and 5 year olds in the same room, the broad range of abilities can

cause difficulties in lesson development. The teacher's receptivity to alternate grouping plans and varied use of her aide provided her with the needed ideas. From here she was able to make her program grow, solve problems dealing with subject matter presentation, and provide a multiplicity of challenging activities for each child. During each visitation and interaction, problems were discussed, teaching strategies were employed, and teacher/university interaction took place. As with any group there are successes and failures, but considering the economic conditions, the academic variations, and the limited access to supplies, this novice was outstanding.

The kindergarten teacher was enthusiastic, eager, and open. She, too, understood the children because she was not only a product of the environment but the school. She questioned the curriculum and how much she could and should do with her students. It was visible that one idea given to her blossomed and was improved upon. Her questions never seemed to center on her problems but those of her children. Over the months one could see the organizational problems alleviated, and the discipline problems minimized, because she challenged their very presence in the room. Simple hints that come from teaching experience were the key to her success.

The first grade situation was not as simple. Here the problems were more complex because this teacher was the third one in five weeks. This teacher, although well schooled and intentioned, was still in Fuller's "fantasy stage" (Ryan, 1986). Couple this with the "survival stage" and a major problem arises. These problems were unfortunately never solved. The time spent with this young lady yielded many successes but also provided many quandries. Her overall classroom management was satisfactory but she seldom had the total class with her when teaching a lesson. Although she appeared open and accepting of ideas, she seldom tried to employ them. There was always an excuse as to why a suggestion would not work. Her frustrations and problems continued throughout the year.

The fourth grade teacher exuded confidence. She had prior business experience and took control from the beginning. She had minor organizational problems but was well into Fuller's "craft stage" by November. She felt that because some students had mastery, she could move them along and skip areas; but it was pointed out by this consultant that it is important to move capable children along and be certain that skills are not omitted and that curriculum requirements are met. This teacher never exhibited major frustrations or had the usual problems of

new teachers. She started and finished the year strong although she did have concerns involving parents, staff support, and school policies, but these were areas not totally in my purview.

YEAR-END INTERVIEW RESULTS

The experiences throughout the year were varied, but if an induction program is to have value one must ascertain not only the researcher's view but views of the participants. Griffin states, "we must find out, from a variety of perspectives, if teacher induction programs contribute to or hinder new teachers' estimations of their own efficacy and whether or not a perceived sense of efficacy is related to effectiveness" (Griffin, 1985, p.45). With this in mind the researcher interviewed each teacher. It involved a face-to-face interpersonal role situation that "can be an exploratory device to help identify variables and relations, to suggest hypotheses, and to guide other phases of the research" (Kerlinger, 1964, p.480). The interviews were audiotaped so there would be a minimum of restraint on their answers and questions.

The survey presented to each teacher for perusal involved ten questions. (see Table Seven) Permission was obtained to record the conversations, and then the discussion ensued. As the interviews took place, the researcher was able to expand

answers that would broaden the knowledge base. Each interview was conducted in a private room, at the teacher's school site, and averaged 45 minutes. The audiotapes were transcribed and main ideas extracted.

Insert Table 7 about here

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1. *What were the most rewarding aspects of your last year? Why?*

School X

The four teachers responded that their students were the most rewarding, and to view their students' excitement as they learned new concepts gave them a feeling of success. The support they received from their colleagues, administration, and parents ranked next.

School Y

The three teachers were unanimous in their comments that indicated the overall growth of students from September to June. The student metamorphosis supported their hard work and staying late at school. Their next area was the teacher and parent support received.

School Z

The four teachers here cited the students' positive attitudes and the overall successes and educational growth.

2. *What were the most frustrating aspects of your last year? Why?*

School X

The teachers all indicated problems with disruptive students. In two of the four instances the teachers felt the students involved were special needs students who were "slipping through the cracks because no special programs were available".

School Y

The major concerns were related to instructional needs of the students. The problems ranged from how to manage reading groups to assuming students knew the basics, and later realizing reinforcement was necessary. One teacher indicated that it was January before she realized that she "tried things too often and that consistency was important". She stated that although the researcher had discussed these problems, she did not recognize them until mid-year.

School Z

The most frustrating aspects here dealt with student placements. In the preschool situation the diversity in age (2-5 years) was too broad. In the other instances it varied

from how to form groups to retentions. One teacher specified the parent problem as uppermost and stated that "parents drive you crazy because they fear the unknown". She went on to explain that because she was new and young, the parents' trust in her was minimal. Trying to satisfy the parents' needs and desires became overwhelming; and in some instances she had to explain to the student "because your parent is angry with me, I'm not angry with you".

3. *Thinking back to your student teaching and clinical experiences, do you think they helped prepare you for teaching? If not, why not?*

School X

In all instances the teachers felt their field experiences and student teaching were beneficial, and that these interactions gave them broad experiences which held them in good stead. One did cite that discipline problems never cropped up because she felt the cooperating teacher was always there as a back-up.

School Y

Two teachers felt their experiences had been excellent in providing them with an opportunity to try many things and see what it might be like on their own. However, one teacher felt

her student teaching had only provided insight into teaching styles and did not transfer to her classroom.

School Z

The comments here are varied. One teacher stated, "at the time I saw no relevance in the experiences, but now I can see how it helped". She did indicate that classroom management is a necessary component for all pre-service teachers. Another teacher stated, "nothing prepares you for the first day". She felt that although her plans were in order, her mind went blank. Two felt that an aide should be available for their use and support during the first month of school. Of these teachers, one matriculated from another state with a different student population. She felt that "knives in school were unheard of, and no poverty can compare to this".

4. *Do you feel your college education courses prepared you for teaching? How? If not, why not?*

School X

All teachers responded positively to this question, but had conditions attached. One specified that student teaching was her top course; another indicated her children's literature and reading methods course; and one felt that there was "too much busy work and not enough practical writing of lesson plans".

School Y

Two felt their courses had prepared them. They specified math, language arts and field experiences. The projects, manipulatives, games and peer teaching related to these courses stood out in their minds. One teacher felt there were not many courses that prepared her. As a matter of fact, she stated they "had no connection with the real world".

School Z

All teachers felt many of their courses had been relevant, but specified none. They did indicate needs from their courses to include: more information on special needs children, more practice and less theory, more reading instructions and more information on grouping students.

5. *How do you think your college or university could have better prepared you for teaching?*

School X

The responses elicited were a hodge-podge of ideas. Teacher 1 felt more should be done relative to parent-teacher interactions. Teacher 2 thought everything was great except music and physical education methods courses, which were a total waste. Teacher 3 felt more field experiences should be completed "even though I didn't like it". She also indicated a

need for classroom management and planning. Teacher 4 felt courses were ok, but she needed someone to say that one method of teaching is better than another. She also suggested a new course to be titled Wonderful Ideas 101.

School Y

These teachers were mixed in their review. One was pleased with everything, and the other two thought more realism was necessary. They felt actual classroom videos and the use of teacher editions would be best. All new teachers felt more classroom participation would be benefical.

School Z

All four teachers were pleased with their colleges. They felt their schools had provided personal attention, wide ranges of experiences, and satisfactory materials. The only area that needed more attention dealt with special needs students, and they felt this area was not sufficiently covered. "It was nice if you worked with one special student, but how does one fit them in with 25 others".

6. *In what ways did your principal, coworkers, or I help you?*

7. *How could your principal, staff, or I have better helped you?*

Questions 6 and 7 are discussed simultaneously because the

teachers discussed them together.

School X

School X felt their administration and teachers were extremely helpful. With an assistant principal present they always had someone from whom to receive support. The staff was always willing and ready to provide ideas, input, or give "positive stroking". The teachers were noncommittal about the researcher because her role was minimal. Nevertheless, one teacher indicated she would have welcomed observations and assistance with her classroom management problems.

School Y

School Y had few negative comments and their main concerns centered on better understanding for curricular needs, school policy clarification and more staff interaction. On the positive side they felt the principal provided positive reinforcement which made them "want to do better". The weekly staff meetings were helpful because it provided for an exchange of ideas with other teachers and access to the entire staff. The teachers appreciated the visits of this consultant and would like that to continue, because as one teacher put it, "even though I'm nervous Dr. B. could let me know if I'm on the right track". Two felt the input with their reading program was right

on target and felt they now have a better understanding of the educational program, classroom organization and student management techniques.

School Z

At School Z the interaction between principal and staff was minimal. Due to the building set-up there was little or no interaction except at meetings. Seasoned teachers were assigned to the new teachers but frequently came late and left early. The interesting comments in this area were: "the principal gave her confidence", and "the principal didn't pick on me". The reactions to my presence were constructive, the comments favorable, and they felt the researcher acted as their outlet. As one new teacher said, "Dr. B. listened, was concerned, and it went from our mouth to her ear". They all felt it would have been better if meetings were held on a regular basis with open schedule time once a month, and that visits should begin the first week, not just wait until they called and requested help. For them a support system was a priority.

8. *What subjects gave you the most problems? Why?*

9. *What subjects gave you the least problems? Why?*

Insert Table 8 about here

School X

The teachers were diverse in their responses to these questions. As evidenced in Table 8, one can see that each teacher feels competent in a different area. The interesting thing is that their response about their competency was expressed in terms such as "exciting, successful, many strategies available, and student receptivity to the area". The responses dealing with the most problems dealt with 3 areas. Reading was a concern to the first and fourth grade teachers. They both felt a need to become more expert at the teaching and grouping of students. Science was a concern of the Kindergarten teacher because she did not like the area, and religion was a problem to the third grade teacher because she was of a different faith.

School Y

All three teachers (1st, 2nd and 3rd grade respectively) regarded reading a problem. They cited "trying to sift out what to teach" and "juggling several groups" as their main concerns. The second grade teacher felt mathematics was an additional

problem because she assumed the students knew more than they actually did. She had to slow down and start from scratch. These teachers specified no area as the least amount of problems. They cited their use of outside sources for all areas. The third grade teacher indicated science and social studies as areas of enjoyment because "my children enjoyed these areas and had the most success here".

School Z

These teachers covered a broad range of areas as most and least problems. The pre-school and kindergarten teachers picked no subject areas, but expressed concerns with groupings of children. The first grade teacher indicated that spelling, phonics, and religion as areas of concern because they were "boring" to her. She felt science and social studies the least of her problems because it provided the most freedom and she liked them. The fourth grade teacher cited mathematics as her most and least problem. Although this seems contradictory she stated, "I loved it and thought they would also, but found out their knowledge was not as good as mine". This meant she had to step back and try to break it down simply and she just was not certain how to do this. Because of her background and knowledge, she did not choose reading as a problem area.

10. *How could we (administration/consultant) better help new teachers on this staff? What areas would you suggest?*

School X

All teachers felt their orientation to the school by the assistant principal was excellent. They felt it gave them an opportunity to get to know everyone, the building, and "sort of broke the ice". The feeling they received was positive and lasted through the year. They felt the workshops held throughout the year were satisfactory, and because they had so many positive forces their needs were limited. Although curricular guidelines were available, new teachers needed special help in making the adjustments. Guidance should be provided as to what transpired in the grade before so they would know where to continue and how far to go. Although input was given by the administration/consultant it "did not come fast enough".

School Y

All the new teachers concurred on the necessity for a curriculum guide. There appeared to be too much inconsistency and they wanted concrete goals to follow. They indicated a need for a basic school handbook that would provide consistency on behavior, respect for teachers and food/gum policies. These

teachers considered the researcher's participation satisfactory and suggested that no changes or comments be made. As one teacher said, "leave it be".

School Z

All teachers felt an in-service program should take place during the first month of school. Teachers need support during this time and too often the experienced teachers, although willing to help, are caught up in their own problems so an outside source is ideal. Additionally they felt "older teachers are set in their ways and new teachers have to experiment and set the world on fire". Another major area involved school policies. Although many are written and discussed during orientation, there are many unwritten policies and hidden agendas they learned "by accident". They would appreciate faculty input on the simple things such as--when to go to recess, how to go to lunch and at what time. Finally, the teachers would prefer a regular time to meet with the consultant to "talk, share and request on-site assistance.

CONCLUSIONS

This year-long study provided a great deal of data, not only to the researcher but to the principals of each school. The interaction provided by the school visits, coupled with positive

principal/teacher interactions created a simple but effective, communication triad (see Figure One). An avenue of

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Insert Figure 1 about here

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communication was established that may not have been achieved, because as many principals stated "I never have enough time to spend with my people, at least now I know what their needs are and can center in on them". The idea of a principal and assistant principal, as evidenced in School X versus a principal only, as viewed in Schools Y and Z does appear to have its advantage. The use of a consultant with School X is relatively minute as compared to involvements in Schools Y and Z. These situations are significant in the sense that all schools availed themselves of the consultant. In School X she was a sounding board for ideas and the unbiased individual who went in to observe and give input. In Schools Y and Z the direct contact with the consultant appears to have been the needed connection for the new teachers. The new teachers gained the necessary support because communication was on-going and the feed-back constructive and positive.

Regardless of the schools, all had similar problems and

needs. It becomes apparent from the teachers' comments that discipline and organization were not their major concerns. This might be indicative of the time spent with the teachers emphasizing the importance of structure. During all first meetings with teachers, the importance of classroom control and management was stressed. The researcher explained that class discipline and organization take time, and that it is important to stress these areas with continued reinforcement throughout the year. In all classrooms, rules and schedules were posted and time was spent molding and creating a conducive learning atmosphere.

One need that was voiced during visitations and in teacher year-end concerns, dealt with the slower child. This issue directly relates to teacher education. Although this area is discussed and special courses are provided, the pivotal point is "how does one handle and balance a program that incorporates the needs of the slow/average/above average child?" It is one thing to be given the theory, but it is another to put it into practice.

The area dealing with practical lesson plans for classroom use also surfaced. Without a lesson plan where are the teachers going? Although time was spent in developing plans with the

teachers, it was not enough. Throughout the year, the researcher saw a variety of teacher planning stages evolving. Teachers went from extremely detailed plans, to vague phrases. There appeared to be no in-between. The overall goals and objectives seemed to get lost as teachers got caught in the process of "teaching the book and moving the children through the paces". Time was taken at various points to discuss goals and look at plans, but it was not enough. This was evidenced by Schools X and Y in their answers that definite needs were curriculum guides and grade level goals. Although these items were available, the novice was not certain how to employ them or how they related to the students, the books or the overall school plan.

In all three schools, parent conferencing was of little concern before the fact. The teachers felt they had the answers before the conference, but afterward stated they had been unprepared for the parents' questions. Parents asked questions that undermined their confidence and caused consternation. This would corroborate the result of Hart's study (1985) that found parent's and teacher's expectations do varying. Parents were interested in learning about their child's academic progress and teachers were interested in giving parents social adjustment

information (Anderson, 1986).

Schools Y and Z were concerned with grade issuance. Their questions ranged from how many grades per week to what is the basis for grades? These are questions that require school policy data, involve principal support and an examination of curricular goals. This issue led naturally to the issues of promotion and retention. Each school had definite policies and teachers needed the information before the end of the semester. Some of the teachers did not question policies, hence at the year's end there were problems. Students they felt should be retained could not because the reported grades did not indicate retention. How does one retain students receiving A's, B's and C's?

The final area that seems to be a bane of new teachers is paperwork and there is no doubt that all teachers, regardless of experience, are confronted with this. The researcher found teachers in all schools taking home stacks of paper that were returned to the children and sent home with no constructive feedback, which led to a special meeting. Teachers were asked to bring their paperwork, look through them, and rank them using the following criteria: newly presented materials, work book pages, review papers, end of unit/chapter materials or

tests. Using these piles for discussion the teachers were able to gain insight into the grading process. After a month the group met together, discussed their problems, and refined the process. The important thing learned was that children benefit from finding their own mistakes.

RECOMMENDATIONS/IMPLICATIONS

On the basis of this case study in teacher induction, there are key areas that should be addressed by teacher educators. First, teacher educators and school administrators should form partnerships that will enable the free flow of information. Constructive dialogue between the administration, consultant and teacher should be ongoing to provide teachers with mutual support and reinforcement.

Second, a broad based support system for new/returning teachers should be developed. This would provide teachers with a variety of contacts and give them the opportunity of choice. As Gehrke (1981) stated,

> Our support for beginning teacher programs must assure, therefore, that the building of helping communities within each school is given attention equal to, if not greater than, the development of large-scale technical assistance

> programs and training packages. Only with the encouragement of these communities, that are mindful of what we know about beginnings and helping, can we be sure that teachers, beginners and veterans alike, will be given a balance of the aid, the enabling help, and the affirmation they need. That is the kind of help that helping's all about. (p.112)

Third, workshops geared to the new/returning teacher should center on classroom management and discipline. Support measures should be provided regularly to monitor concerns and needs.

Fourth, consideration must be given to the fact that new teachers are not aware of their inadequacies. It was not until this consultant pointed out or suggested problems that they were looked at, and even then reality was not accepted. Teacher educators and school districts may have to stop and realize that it takes more than one year's experience in the classroom to reach Fuller's mastery of craft stage. Educators must realize that each year will bring new challenges, new problems, and that one or two years of induction may not be the end all. It may be a beginning, but for teachers to remain competent they must continually seek help and receive support from their districts and the university.

Finally, teacher education programs should address the theoretical, pedogical, and practical aspects. Methods courses should be reviewed for content and purpose. The strategies necessary to implement these subjects may need clarification and restructuring. Field experiences should be reexamined for their purposes in the overall program. Students experiences should be provided to incorporate a variety of economic/cultural school settings.

The goal of this induction case study was to find ways a teacher educator could provide input for a successful program. The materials discussed, the activities conducted and the results gleaned, yielded a variety of recommendations for consideration. If any teacher induction program is to be successful, it must be reactive to the needs of the teachers it is serving and reflective of positive educational strategies.

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Table 1

Overview of Participating Schools

School	Faculty	Students	New Teachers
X	20[a]	520	4
Y	15[b]	320	3
Z	9[b]	258	4

Note. All schools are K - 8.

[a] Includes the principal and assistant principal.

[b] Includes the principal only, no assistant principal on staff.

Table 2

New Teachers' Questionnaire

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1. How can I best help you?
2. Are you having any problems at this time? If so, please describe.
3. State any positive or negative concerns you may have.
4. What needs do you have at this time?

Table 3

Classroom Control Suggestions

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1. Consider establishing class rules.
2. Act confident, especially on the first day. Be friendly, but firm.
3. Have a variety of influence techniques planned in advance.
4. Whenever you deal harshly with a student, make an effort to reestablish rapport.
5. Try to avoid threats.
6. Be prompt, consistent, and reasonable.
7. Consider using behavior modification techniques.
8. When you have control, ease up slightly, but don't compromise your rules.

Table 4

Principles Of Good Classroom Management

1. Day one--discuss rules. First week indicate appropriate behavior and post rules.
2. Include rules/procedures as part of the teaching routine.
3. Teach rules as needed, and be sure they are understood and used correctly.
4. Early successes provide students with positive outlooks so involve them in relevant tasks.
5. Include in lesson plans provisions for teaching rules and procedures. Allow time for students to learn what to do relative to these simple procedures.
6. DO NOT assume that children know how to do something after one attempt. Review is the key.

Note. The bottom line is to keep the beginning simple; do it right; promote success; and teach rules and procedures as part of your regular teaching-learning process.

Table Five

School X Responses

---

1. How can I best help you?

   2 = no response.

   1 = provide experiences with slow child.

   1 = provide goals for 4th/5th graders.

2. Are you having any problems at this time? If so, please describe.

   1 = balancing two grade levels.

   1 = placement of students.

   2 = behavior.

3. State any positive or negative concerns you may have.

   2 = None.

   1 = staff support great.

   1 = parent expectations/how handle?

4. What needs do you have at this time?

   1 = None.

   1 = let me be.

   1 = discipline control areas.

   1 = how do you handle new student entry.

Table Six

School Z Responses

---

1. How can I best help you?

   2 = support person; sounding board.

   1 = observe and see where assistance is needed.

   1 = meaningful independent work.

2. Are you having any problems at this time? If so, please describe.

   2 = none

   1 = soft use of voice for discipline/any others.

   1 = coordinating students' abilities and work.

3. State any positive or negative concerns you have.

   2 = none

   1 = working with so many children.

   1 = extremes in levels/failures and success of these students; overall success of class great.

4. What needs do you have at this time?

   1 = chairs.

   1 = general assistance.

   1 = modification of schedule to facilitate learning.

   1 = developing class unity and self-pride.

Table Seven

New Teacher End of Year Survey

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1. What were the most rewarding aspects of your last year? Why?
2. What were the most frustrating aspects of your last year? Why?
3. Thinking back to your student teaching and clinical experiences, do you think they helped prepare you for teaching? If not, why not?
4. Do you feel your college education courses prepared you for teaching? How? If not, why not?
5. How do you think your college or university could have better prepared you for teaching?
6. In what ways did your principal, coworkers, or I help you?
7. How could your principal, staff, or I have better helped you?
8. What subject areas gave you the most problems? Why?
9. What subject areas gave you the least problems? Why?
10. How could we (administration/consultant) better help new teachers on this staff? What areas would you suggest?

Table Eight

Comparison of Subject Area Concerns for New Teachers by School

School	Subject Areas							
	Rdg	Sci	SSt	LA	MAth	Spg	Pho	Rel
Xa	2	1						1
Ya	3				1			
Za					1	1	1	1
Xb	1	1		1	1			
Yb		1	1					
Zb	1	1	1		1			

Note. The abbreviated subject areas in order are as follows: Reading, Science, Social Studies, Language Arts, Mathematics, Spelling, Phonics, and Religion.

a Denotes subject mentioned as giving the most problems

b Denotes subject mentioned as giving the least problems

Figure Caption

Figure 1. Coupled interaction of principal, consultant and new teacher.

Top